



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12291607
SAU: MSAD 35
School: Eliot Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

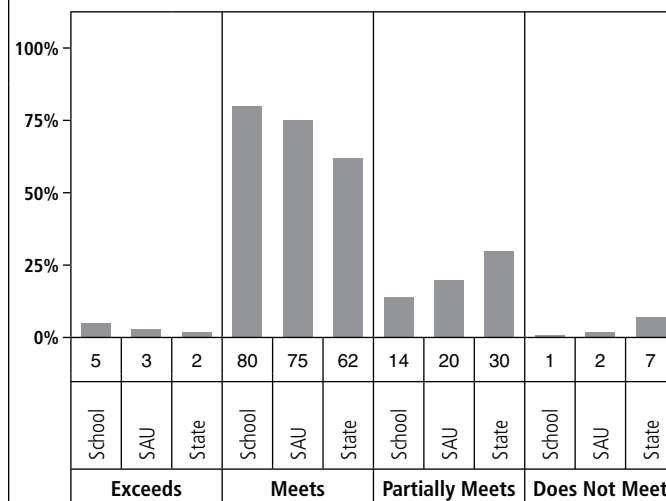
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 35
School: Eliot Elementary School

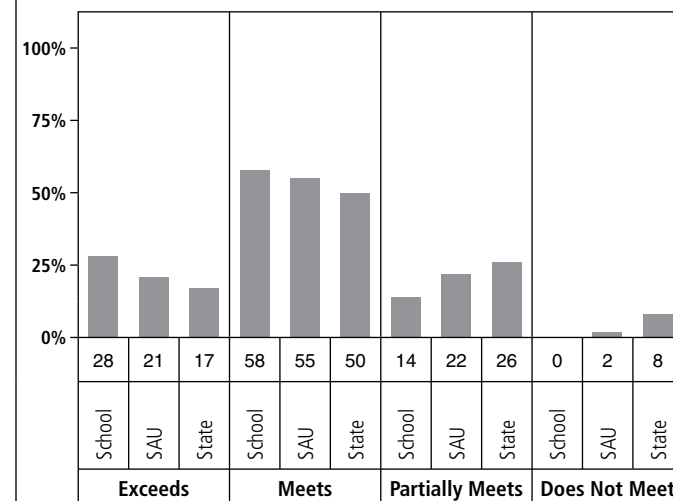
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	347	346	345
2006–2007	347	348	345
2007–2008	349	347	344
Cum. Avg. *	348	347	345
Mathematics			
2005–2006	349	348	344
2006–2007	352	352	347
2007–2008	355	351	347
Cum. Avg. *	352	350	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 35
 School: Eliot Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics											
	n		%	n		%	n		%	n		%	n		%	n		%	n		%	n		%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	80	100	176	100	13803	100	80	100	176	100	13714	99	80	100	176	100	13710	99						
Ethnicity African American/Black	1	1	2	1	399	3	1	100	2	100	391	98	1	100	2	100	392	98						
American Indian or Native Alaskan	1	1	1	1	116	1	1	100	1	100	114	99	1	100	1	100	114	99						
Asian or Pacific Islander	0	0	1	1	210	2	0	0	1	100	205	98	0	0	1	100	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	78	98	172	98	12916	94	78	100	172	100	12846	100	78	100	172	100	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	9	11	26	15	2358	17	9	100	26	100	2333	99	9	100	26	100	2329	99						
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98						
Economically disadvantaged	11	14	27	15	5584	40	11	100	27	100	5535	99	11	100	27	100	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	69	86	145	82	10650	77	72	90	148	84	10678	77						
Identified disability (PET/IEP)	3	4	6	4	475	4	3	4	6	4	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	10	13	29	16	2936	21	7	9	26	15	2911	21						
Identified disability (PET/IEP)	5	50	18	62	1735	59	5	71	18	69	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	5	50	11	38	986	34	2	29	8	31	958	33						
Participation through alternate assessment (PAAP)	1	1	2	1	123	1	1	1	2	1	121	1						
Identified disability (PET/IEP)	1	100	2	100	123	100	1	100	2	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 35
School: Eliot Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	1	2	1	352	3
	2006-2007	2	3	5	3	332	2
	2007-2008	4	5	6	3	227	2
	Cum. Total*	7	3	13	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	62	79	145	75	8641	62
	2006-2007	57	73	137	75	8691	63
	2007-2008	63	80	130	75	8403	62
	Cum. Total*	182	77	412	75	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	12	15	34	18	3671	27
	2006-2007	18	23	38	21	3781	27
	2007-2008	11	14	34	20	4018	30
	Cum. Total*	41	17	106	19	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	3	4	12	6	1163	8
	2006-2007	1	1	2	1	1021	7
	2007-2008	1	1	4	2	938	7
	Cum. Total*	5	2	18	3	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	31.9	69.3	30.5	66.3	27.6	60.0
Literary Text	23	50	16.3	70.9	15.7	68.3	14.1	61.3
Informational Text	23	50	15.6	67.8	14.8	64.3	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA–READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: MSAD 35

School: Eliot Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	4	5	63	80	11	14	1	1	349	174	3	75	20	2	347	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										2						384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	0										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	77	4	5	61	79	11	14	1	1	349	170	4	74	20	2	347	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	5	63	3	38	0	0	345	24	4	25	63	8	340	2210	0	32	48	20	338
No	71	4	6	58	82	8	11	1	1	349	150	3	83	13	1	348	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	79	4	5	63	80	11	14	1	1	349	174	3	75	20	2	347	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	11	1	9	8	73	2	18	0	0	349	26	4	65	23	8	345	5450	1	49	39	11	341
No	68	3	4	55	81	9	13	1	1	349	148	3	76	19	1	348	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	79	4	5	63	80	11	14	1	1	349	174	3	75	20	2	347	13581	2	62	30	7	344
Gender																						
Female	41	4	10	29	71	7	17	1	2	348	77	6	69	22	3	347	6567	3	65	27	5	345
Male	38	0	0	34	89	4	11	0	0	349	97	1	79	18	2	347	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	4	33	7	58	1	8	340	12	0	33	58	8	340	2004	0	37	49	14	339
No	67	4	6	59	88	4	6	0	0	350	162	4	78	17	2	348	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	79	4	5	63	80	11	14	1	1	349	174	3	75	20	2	347	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: MSAD 35

School: Eliot Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	50	50	0	347	6	0	43	39	18	340
B. less than one hour	92	4	5	58	79	10	14	1	1	349	90	3	76	19	1	347	79	2	65	28	5	345
C. one to two hours	8	0	0	5	83	1	17	0	0	349	9	7	80	13	0	350	12	2	60	31	7	344
D. more than two hours	0										0						3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	4	18	17	77	0	0	1	5	353	28	13	73	13	2	350	29	3	62	28	7	345
B. They match some of what I have learned.	58	0	0	36	78	10	22	0	0	347	60	0	78	21	1	346	48	2	67	27	4	345
C. They match just a little of what I have learned.	11	0	0	8	89	1	11	0	0	348	9	0	69	31	0	345	15	1	56	34	9	343
D. There is no match.	3	0	0	2	100	0	0	0	0	351	2	0	100	0	0	350	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	43	4	12	27	79	2	6	1	3	351	45	8	86	5	1	351	42	3	67	24	6	346
B. good	51	0	0	33	83	7	18	0	0	347	47	0	75	24	1	345	46	1	62	32	5	344
C. fair	6	0	0	3	60	2	40	0	0	344	8	0	36	64	0	341	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	13	81	3	19	0	0	349	16	0	74	22	4	347	22	1	48	38	12	341
B. about the same as my regular schoolwork	68	4	7	42	78	7	13	1	2	349	67	5	78	16	1	348	57	2	68	26	4	346
C. easier than my regular schoolwork	11	0	0	8	89	1	11	0	0	349	17	0	71	29	0	346	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	8	0	0	4	67	2	33	0	0	347	10	0	53	41	6	344	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	64	3	6	40	80	7	14	0	0	348	60	4	76	20	0	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	28	1	5	19	86	1	5	1	5	350	30	4	86	8	2	350	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	23	3	17	11	61	4	22	0	0	350	23	13	68	18	0	350	19	3	65	27	6	346
B. 20 minutes to an hour	58	1	2	41	89	3	7	1	2	349	51	1	85	13	1	348	47	2	68	25	5	346
C. less than 20 minutes	11	0	0	8	89	1	11	0	0	348	14	0	83	17	0	346	19	1	56	35	8	343
D. I rarely read at home.	8	0	0	3	50	3	50	0	0	343	13	0	50	45	5	342	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	19	0	0	12	80	3	20	0	0	347	24	0	80	20	0	346	28	1	56	33	9	343
B. six to ten pages	24	0	0	14	74	5	26	0	0	347	30	0	65	35	0	345	23	1	63	29	7	344
C. eleven or more pages	56	4	9	36	82	3	7	1	2	350	46	8	80	9	3	350	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										50	0	100	0	0	346						
B.	0										50	0	0	100	0	336						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 35
School: Eliot Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	7	9	22	11	1295	9
	2006-2007	18	23	43	24	1985	14
	2007-2008	22	28	37	21	2277	17
	Cum. Total*	47	20	102	19	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	54	69	121	63	6852	49
	2006-2007	44	56	103	57	6990	51
	2007-2008	46	58	95	55	6764	50
	Cum. Total*	144	61	319	58	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	15	19	40	21	4081	29
	2006-2007	14	18	28	15	3673	27
	2007-2008	11	14	39	22	3504	26
	Cum. Total*	40	17	107	19	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	2	3	10	5	1638	12
	2006-2007	2	3	8	4	1193	9
	2007-2008	0	0	3	2	1044	8
	Cum. Total*	4	2	21	4	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.2	74.7	10.4	69.3	9.2	61.3
Cluster 2: Shape and Size	14	29	10.8	77.1	10.4	74.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.6	72.0	3.3	66.0	3.2	64.0
Cluster 4: Patterns	14	29	10.4	74.3	9.6	68.6	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: MSAD 35

School: Eliot Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	22	28	46	58	11	14	0	0	355	174	21	55	22	2	351	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										2						390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	0										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	77	22	29	45	58	10	13	0	0	356	170	22	54	22	2	351	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	8	2	25	6	75	0	0	0	0	353	24	8	46	42	4	343	2208	6	35	37	21	338
No	71	20	28	40	56	11	15	0	0	356	150	23	56	19	1	352	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	79	22	28	46	58	11	14	0	0	355	174	21	55	22	2	351	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	11	4	36	7	64	0	0	0	0	360	26	15	58	27	0	350	5452	9	45	33	12	343
No	68	18	26	39	57	11	16	0	0	355	148	22	54	22	2	351	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	79	22	28	46	58	11	14	0	0	355	174	21	55	22	2	351	13584	17	50	26	8	347
Gender																						
Female	41	7	17	24	59	10	24	0	0	351	77	14	53	30	3	348	6565	15	49	27	8	347
Male	38	15	39	22	58	1	3	0	0	360	97	27	56	16	1	353	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	5	42	7	58	0	0	344	12	0	42	58	0	344	2004	5	39	41	15	339
No	67	22	33	41	61	4	6	0	0	357	162	23	56	20	2	352	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	79	22	28	46	58	11	14	0	0	355	174	21	55	22	2	351	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 35
School: Eliot Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	50	0	50	0	355	6	9	40	33	18	340
B. less than one hour	92	18	25	44	60	11	15	0	0	355	90	19	58	22	1	351	79	18	52	24	6	348
C. one to two hours	8	4	67	2	33	0	0	0	0	364	9	47	40	13	0	358	12	16	48	27	8	347
D. more than two hours	0										0						3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	46	17	47	16	44	3	8	0	0	360	45	35	47	16	1	355	37	22	50	22	6	350
B. They match some of what I have learned.	44	5	15	24	71	5	15	0	0	353	45	12	65	21	1	350	46	16	53	25	6	348
C. They match just a little of what I have learned.	10	0	0	6	75	2	25	0	0	347	10	6	53	41	0	346	12	9	44	36	11	342
D. There is no match.	0										0						5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	11	58	7	37	1	5	0	0	363	29	39	46	11	4	357	39	25	48	20	7	350
B. good	57	10	23	27	63	6	14	0	0	355	54	20	56	24	0	351	46	14	52	27	7	347
C. fair	15	1	9	8	73	2	18	0	0	351	15	4	71	25	0	348	12	8	49	35	9	343
D. poor	3	0	0	1	50	1	50	0	0	339	2	0	33	67	0	337	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	2	29	4	57	1	14	0	0	355	7	17	58	25	0	349	17	7	41	35	17	340
B. about the same as my regular schoolwork	77	12	20	40	67	8	13	0	0	354	73	19	61	20	1	352	59	18	53	24	5	349
C. easier than my regular schoolwork	14	8	73	2	18	1	9	0	0	365	20	33	36	27	3	352	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	16	4	33	7	58	1	8	0	0	355	27	23	50	25	2	349	32	13	47	30	10	345
B. two or three days a week	58	14	32	22	50	8	18	0	0	356	46	25	55	20	0	353	30	20	52	23	5	349
C. two or three times each month	21	3	19	12	75	1	6	0	0	356	18	17	69	14	0	354	19	20	53	21	6	350
D. never or almost never	5	1	25	3	75	0	0	0	0	358	10	13	50	31	6	349	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	1	100	0	0	0	0	342	7	18	64	18	0	352	7	5	34	40	20	338
B. two or three days a week	32	6	24	15	60	4	16	0	0	354	35	15	58	25	2	349	18	15	50	27	8	346
C. two or three times each month	46	9	25	24	67	3	8	0	0	356	40	25	56	18	1	353	28	21	53	21	4	350
D. never or almost never	21	7	44	6	38	3	19	0	0	358	18	27	50	23	0	353	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	2	25	5	63	1	13	0	0	356	13	14	52	24	10	348	16	8	42	36	13	342
B. 30–45 minutes	19	3	20	12	80	0	0	0	0	355	26	20	59	20	0	352	30	14	53	26	7	347
C. 45–60 minutes	58	15	33	23	51	7	16	0	0	356	45	24	55	21	0	353	32	22	51	22	5	350
D. more than 60 minutes	13	2	20	6	60	2	20	0	0	353	16	22	56	22	0	351	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										50	0	0	100	0	336						
B.	0										50	0	0	100	0	334						
C.	0										0											
D.	0										0											